Trainee: Pier Paolo Roncoroni Romero Level: A1 Date: October 10<sup>th</sup>

Lesson Number: 4 Length: 40 minutes Anticipated start and finish time: 18:40pm - 19:20pm

LANGUAGE

Main Lesson Aim
(Language Focus /
Skills)

By the end of this lesson, Ss will be better able to reading for gist (skimming) and for specific information in the context of a daily routine.

Subsidiary Lesson Aim (Language Focus / Skills)

By the end of this lesson, students will be better able to listening to get in the context of a testimony about a daily routine. The listening exercise you have sent me is not for gist. Five sentences to be put in order is specific information.

Materials: projector, board eraser, marker, handouts, flash drive, CD player or MP3 player + book reference

Anticipated difficulties with lesson activities and classroom management:

- 1) Some Ss probably will arrive later;
- 2) Some Ss are stronger than others and could finish the tasks first;
- 3) Ss could not come up with the pronunciation of some words such as, single, earn, daughter, canteen, babysitter.
- 4) Ss' noises during the listening tracks could affect the comprehension on the listening activity;
- 5) Some Ss' difficulties on English learning are related with reading and listening activities;

Board Plan: - new vocabulary;

- -pictures related to the context of the lesson;
- -Answers of the tasks
- -source: New English File

Elementary\_Student's Book, page 30-31;

Google,

Where (what part of the board) will you place them?

How I intend to deal with these difficulties:

- 1) I'll take care of it in a way that the development of the topic won't be affected, such as explaining briefly what was happened until that moment; If you explain, you will lose the class flow. What else
- 2) because of the class observation I've made before it's possible to identify them and make a change of positions during class; How will this help solve the problem?
- 3)During drilling Ss I will make the pair Drill to make sure what's the real pronunciation and then match the Ss with more difficulties to motoring them to help their mprovement;;
- 4)Before I play the audio tracks, I'll explain to them the importance of silence

could you do?

## during this activity;

- 5) I will monitor the Ss closer to see what are the Ss with more difficulties on reading or listening tasks;
- 5) How will this help solve the problem?

Personal Aim: Increase all of my weak points such as pacing up, not break the flow, reduce TTT, classroom management, avoid mistakes and slips, CCQ's, delivering instructions. Please focus on one or two (maximum) per class so that you can really concentrate on improving it/them.

## **Target Language Analysis**

Form	Meaning	Phonology	Checking Meaning
		Word stress / sentence	(CCQs, timelines, etc)
		stress	
Nouns:			CCQs:
Babysitter	Babysitter(n) A person engaged to care for one or more children in the temporary	Babysitter: / 'beɪbɪ,sɪtə /	Is this person a woman?  Does she take care of children?
	absence of parents or guardians.		CCQs:
Canteen	Canteen(n) A snack bar or small cafeteria, a	Canteen: / kæn'ti:n /	Is this a place we can eat something?
	recreational facility, bar, or small general store.		Can we have a breakfast?
Daughters	Daughter(n) One's female child. A female descendant.	<b>Daughter<mark>s</mark>: / '</b> dɔːt <mark>ə</mark> /	CCQs: Is it a female child? Is it the opposite of son?
guide	Guide(n)  A person employed to conduct others, as through a museum, and	guide: / gaɪd /	CCQs: Is it a person which conducts others?
	give information about points of		Do we <mark>need</mark> it to visit a
Hurry	interest encountered.	Hurry: / 'hʌri /	museum?
	Hurry(n) To do something or go somewhere		Does this person give information about interesting
Single	quickly because you do not have much time.	Single: / 'sɪŋgl /	places? CCQs:
	Single(n)		Is this an action related with
Numeral:	an unmarried person		time?
55 (fifty-five)	55 (fifty-five)	55(fifty-five): / 'fɪfti faɪv /	Does this happen when we are late?

Verb: To earn	being or denoting a numerical quantity "cardinal numbers"  Earn(v) to gain or be paid (money or other payment) in return for work or service	Earn :	/3ːn/	CCQs: Is it a non-married pe (No.) Could it be a woman CANSULTANTS COULD it be a mother? CCQs: Is this a number? Is it more than twenty and less than one hundred? CCQs: Is this the money received for a service you made? Is this the money you gain in the lottery? Can you gain it regularly for each service you make?

Please remember you must write the answer to all CCQs above. Also, try to create three for each word (instead of two) so that you can be more specific.

Stage and Purpose (Make sure you mention the name of the stage and possible reasons why you are doing it.	Procedure  Separated into titled stages with inclusion of instructions, answers to tasks, etc. Make sure you include concept check questions and analysis of target language: possible problems Sts might have with meaning, pronunciation and form + solutions.	Interacti on	Time	Trainer's Comments
Lead-in - to generate interest about the topic of the lesson.	Tintroduces himself. T Starts showing "Daily routine" on board and say 'Sometimes our daily routine could cause this:' T shows three people expressing a kind of pressure related to their life styles; T starts Ss to see if they can answer what is happening. T. "maybe they are under a pressure, too much activities, responsibilities,we call itwhen we are under a pressure caused by our daily routine with too much responsibilitiesDoes anybody knows?Stress T shows one question? "Are you stressed?" T tells Ss, "In pairs I want you to discuss about this. How	T > Ss	0 - 4 Minutes	If you are eliciting Stress, then it should be in your language analysis above + 3 CCQs.

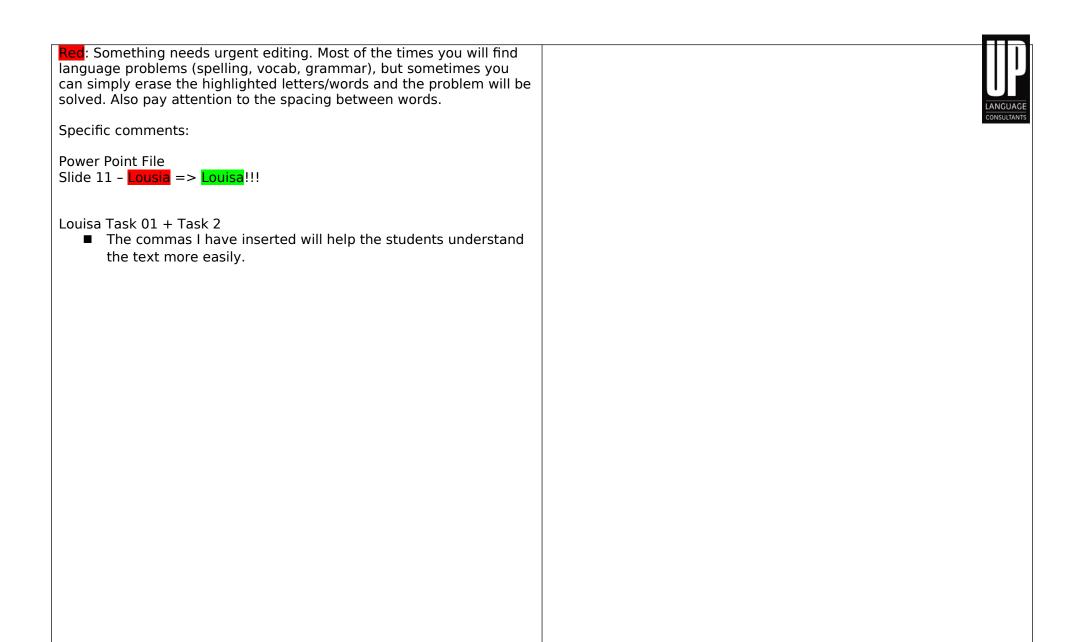
	are your daily routine? Is it stressful?". You've got 2 minutes. T conducts the comments	Ss>Ss		
Set the scene - to	T. shows two pictures and a question saying, "How stressed are these people?" - Which is the title of the text for the next activity.	T>Ss	4 -6 Minutes	LANGUAGE CONSULTANTS
provide	T presents these pictures and says to Ss, "Look at these."			
understandin <mark>g a</mark> bout	"Are they going to work?"			
the topic of the	"Look at their facesAre they serious?"			
lesson.	"Her name is Louisa and this is Simon" "Let's see how stressed they areLet's have a look first			
	on Louisa's daily routine. I want you to show some		5 -6	
	words:"	T > Ss	Minutes	
	T. shows it and starts the ECDB sequence for each one.  1 - Hurry			
Pre-teaching of	2- Canteen	Ss		
lexis - some key-	3- Earn 4- Babysitter			
words related to the	5 - Guide			
comprehension of the	6- Single		2-3 minutes	
reading text;	T. explains the first activity, "Each one of you will	T > Ss		
Purpose?	receive this text for reading about Lousia's daily routine".	1 > 33		
	Don't say what you will do; just do it. 😊			
Text:	"Try to answer these two questions:" What time does she have breakfast? (at 9:00 in the			
Gist question - to	morning)	S>S		
develop the general	What time does she cook dinner? (at 6:30 in the evening)			
understanding of the	"Read it individually and answer. You can check the		5-6	
text.	answer with your classmate." "You have 2 minutes;"		minutes	
These questions are	ICQs?	T > Ss		
not gist. The question	T. ends the activity, "Ok, let's see the answers" Ss. Show the answer and make the correction.	1 > 35		
must be general and				

relate to the story as a whole.	T. explains the next activity, "This is a handout which contains 7 sentences. You'll have to mark True or False on each sentence.	S>S		LANGUAGE
Detailed reading	It's to be made individually. When finished you can check with your partner.			CONSOLIMITS
task - To develop	T. makes the check of ICQs the instructions. You will do		4-6	
more detailed	in pairs, in groups or individually? (Answer.) You have 5 minutes		minutes	Pier, to make it more
comprehension	T.tells Ss, "Ok, time is out."			focus, save time, and
	"Let's write the answers on the board." Ss. Boards it.	T > Ss		keep the flow, pre-teach all words together, in
	SS. Budius it.			the same section,
	T talls "Now it's time to know about Simon's daily			above.
	T. tells "Now it's time to know about Simon's daily routine.		5 - 7	
	First I want to show some new words".		minutes	
Pre-teaching of	Teacher shows with ECDB, Daughter - 55 (fifty-five)			FOLLOW UP TASK:
lexis - some key-		T > Ss		Version of the second
words related to the		1 / 33		I'm confused? How is this act going to
comprehension of the	T T II 6 ((T) : 1   1   1   1   1   1   1   1   1   1			develop speaking?
listening task;	T. Tells Ss "This is a handout. Here there are 5 pictures related to Simon's routine. The order is changed. You			Remember, in order to be communicative, <b>Ss</b>
purpose?	have to mark the right order with numbers from 1 to 5."			must not have the
, , , , , , , , , , , , , , , , , , ,	"It's to be made individually."  T tells Ss be quiet during playing the audio. "Simon will	S>S	7- 8 minutes	answer in their cards.  Also, are you going to
Listening for gist -	tell us about his daily routine."	3/3		answer by memory or
to develop a general	"Let's listen." Is this tasks to be done in groups, in pairs or			can they look back at the text? These
understanding during	individually? ( <mark>Answer</mark> )			questions are reading
the listening practice.	T. ends the activity T. starts the correction with the Ss on the Board			for specific information, so they won't remember
Please see aims.		T>S		them. Suggestion 1.
ricase see airis.	T. Divide Ss in 'As' and 'Bs' Ss.			Apply this activity right after your TF task
	"All right, there is a handout for the 'As' Ss and a Handout for the 'Bs' Ss. On both Handouts there are	Ss>Ss		above.
	questions about Louisas's routine.	03/03		Suggestion 2. Pair work. St.A asks guestions in
	So, the 'As' will ask one question to the 'Bs' and see if		4	St.A dSKS QUESTIONS III

Follow-up (reaction)- to develop the speaking during a dialogue .  Correction Slot - to allow the teacher make some delayed corrections after the follow up activity on	they know the right answer. Don't worry because you will have the answer written to check it. The same as for the 'Bs'.  Now If the answer was correct ust the ??? number of the question.  The 'As' will answer the 'As' questions or the 'Bs' questions? The 'Bs' will answer the 'Bs' questions or the 'As' questions? (Answer)  You will have 5 minutes T. ends the activity  T. starts a delayed correction about some examples collected during the activities and gives a feedback to the students to provide them the understanding about the points they have to improve their language skills.  T. ends the class	T >S	Total time: 50 minutes !!!	card A and St. B finds the answers in the text and dictates them to A. Next, invert roles, St. Basks questions in card Band St. A finds the answers in the text and dictates them to B.  Remember: this is not a follow up task. A follow up task would be, for example, to get students to decide whose life is more stressed (Louise's or Simon's) and why. Another option is to have Ss interview each other about their daily routines/time.
follow up activityon the students. Do you mean Feedback?				

## **Overall Post-lesson Observation**

Immediate Reaction What went well? What didn't? Questions for feedback?	Tutor's response
Color code:  Green: It should be there.  Yellow: My comments to you. Please erase them after editing the LP.  Pink: concept problem – please check meaning/procedure/correct term, etc.	





delivery):				LANGUAGE
	Lesson Plan			CONSULTANTS
Trainer's	S Overall Comments			
	_			
	Assessment			
Losson Planning		Above S	At standard	Below S
Lesson Planning				
Lesson Delivery (teaching skills and language awareness)				
Overall Grade				
Trainer:	Date	e:/ _	/	

<sup>\*</sup>The grades above are intended to give an indication of how this lesson might contribute to the evaluation of your teaching practice overall. In other words, several 'Below standard' lessons would mean that you would be unlikely to pass the course. For more information, the criteria for evaluation are listed in your CELTA 5 form in your file and are discussed in our tutorials. The areas to work on are key points which, if addressed in upcoming lessons, will help you consolidate or raise your overall grade. They should therefore be made your personal aims in your next lesson if appropriate.